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MANUAL FOR INSTITUTIONAL SELF-STUDY: COMMUNITY COLLEGES, TECHNICAL INSTITUTES, INDUSTRIAL EDUCATION CENTERS.

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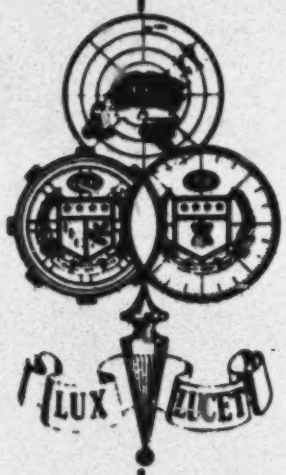
An institutional self-study, the purpose of which is to improve the educational effectiveness of the institution, should include an examination of the past and present in r sources, faculty, students, and programs in terms of stated purposes and objectives. Prior to launching a self-study, the institution should obtain approval for the study from its board of trustees, notify the appropriate state coordinating agency of the beginning date, appoint a steering committee, define the purpose of the institution, establish a deadline for completion of the study, and set dates for anticipated committee visits. The study itself should include (1) a statement of purpose in which the role of the institution is outlined, (2) a description of the institution's organization and administration, (3) an analysis of the educational program (with attention focused on the admissions policy and the curriculum), (4) a survey of the financial resources (such as sources of income and the budgeting and accounting systems), (5) a designation of faculty recruitment, appointment, promotion, assignment, and evaluation policies, (6) an outline of the library's role, function, and services, (7) a composite picture of the student personnel services, and (8) a survey of the physical plant. Forms for reporting enrollment, faculty, and library information are given in the appendices. (DG)



MANUAL FOR

INSTITUTIONAL SELF - STUDY

COMMUNITY COLLEGES

TECHNICAL INSTITUTES

INDUSTRIAL EDUCATION CENTERS

DEPARTMENT OF COMMUNITY COLLEGES
STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA
1965

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TECHNICAL INSTITUTES

INDUSTRIAL EDUCATION CENTERS

Department of Community Colleges
State Board of Education
Raleigh North Carolina

1965

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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I N T R O D U C T I O N

In a self-study, the institution begins by an examination of the purposes which it is seeking to accomplish and the educational activities which it has in operation to accomplish them. In an effective self-study the institution not only examines its purposes and educational activities, but tries to determine what modifications may be needed to more effectively serve its people and how these modifications may be brought about.

The Manual for Institutional Self-Study was developed by the Department of Community Colleges, in cooperation with the institutions in the Community College System and the Department of Industrial Education at North Carolina State University.

In developing this manual, the Manual for the Institutional Self-Study and Periodic Visitation Programs, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 1963 was used extensively.

It is anticipated that a self-study conducted by an institution using this manual will meet the requirements of other accrediting agencies; however, to avoid any misunderstanding, contact should be made with any accrediting agency by which the institution expects to be accredited prior to initiating the study.

MANUAL FOR INSTITUTIONAL SELF-STUDY

Purpose of the Manual

This manual is to be used as a guide for making institutional self-studies in industrial education centers, technical institutes, and community colleges. Extension units should be included with the parent institution in the self-study. The manual suggests to faculty members and administrators in the institutions the organization and procedures to be followed and the questions to be considered in the study.

What Is an Institutional Self-Study?

An institutional self-study is a method by which the administration and faculty members can examine and become better acquainted with their institution. As a part of the study, a report is prepared. At the conclusion of the self-study, a visiting committee reviews the report and visits the institution.

In conducting a self-study, there should be an extensive involvement of all faculty members and administrators.

The self-study is to be comprehensive. It should be an effort to examine the past and the present in resources, faculty, students, and programs in terms of stated purposes and objectives. This is far more penetrating than a self-study which merely gathers information. In this same searching way, it seeks to determine how the institution may achieve its role more effectively through its resources, faculty, students, and programs.

Why Make a Self-Study?

The essential purpose of the self-study is to improve the educational effectiveness of the institution. The very process of self-study, provided there is good involvement of faculty, administrators, and board members, is a type of professional and institutional improvement. The purpose of the institution and the most effective methods to be used to accomplish the purpose become clear to

all concerned. The self-study permits the people involved in the study to become sensitive to the strengths and weaknesses of the institution and to make plans for correcting the limitations.

Accrediting agencies require institutional self-studies. Thus, the process of self-study will help to prepare the institutions for possible accreditation.

Organization and Procedure for Conducting a Self-Study

The purpose in outlining the following procedures is to provide institutions with the steps to be followed in conducting self-studies. The implementation of these procedures will enable the institution to assess (measure) its educational programs to determine whether they fall below, conform to, or exceed approved standards. The Director and professional staff of the Department of Community Colleges stands ready to be of service to any institution as it conducts a self-study.

1. The institution should secure approval from its board of trustees to conduct a self-study.

2. The Director of the Department of Community Colleges should be notified of the beginning date.

3. The Director will appoint a professional staff member to make available to the institution the resources of the Department of Community Colleges while the institution is conducting the study. Prior to the completion of the self-study, the Director, in consultation with the president of the institution, will appoint the chairman of the visiting committee. The committee chairman and the Director will appoint other members of the visiting committee. The visiting committee should be appointed at least three months prior to the dates set for the visit.

4. Each institution should appoint a steering committee with representatives from the administration and faculty. This committee should have responsi-

bility of explaining the study, its purpose and procedures, to the faculty, administrative officers, and board of trustees. The committee should have over-all supervision of the study and responsibility for organizing the material into a coherent report. The steering committee will be a working committee, meeting frequently and making decisions; therefore, it should be small, consisting of three to five members.

a. The chairman of the steering committee should arrange for the appointment of appropriate committees to cover each aspect of the study as outlined in the "Content of the Self-Study." The chairman may also arrange for the appointment of necessary subcommittees in divisions so that all areas of the institution may be evaluated. Committee organization may include an editorial committee to prepare the final self-study report which should be a narrative, unified document.

b. The steering committee should set up a time schedule for:

   (a) Gathering preliminary information and material,

   (b) Regular meetings of the committees for the discussion of findings,

   (c) Reporting quarterly to the Director of the Department of Community Colleges on the progress of the self-study,

   (d) The final organizing, editing, and reproducing of the report which must be in its final form with sufficient copies for distribution to members of the visiting committee at least three weeks prior to the date set for the committee visit.

5. A working definition of the purpose of the institution should be developed at the beginning of the self-study, with full involvement of all personnel. The self-study report should follow the outline of the "Content of the Self-Study." The report can be supported by the necessary charts, graphs, and other illustrative material. Since the purpose of the self-study is a critical analysis of the institution itself, there should be frank recognition of weaknesses and problems, with recommendations for solutions to the problems. The report should stress the critical areas, unique programs, and facets of the institution which are of special interest or concern to the faculty, administration, and governing board. The report will be considered confidential by the members of the visiting committee.

6. It is expected that about one year will be required to complete the institutional self-study. Once the approximate completion date of the study and report is determined, the president of the institution should notify the Director of the Department of Community Colleges of suggested dates for the visiting committee to visit the institution. At least two days should be planned for the visit. The visiting committee will study the institutional study report. It will visit in the institution sufficiently to examine it and identify its strengths and weaknesses. It will prepare a constructive written report of its findings. A primary function of the visiting committee will be to evaluate the institution in terms of its purposes and encourage the institution in looking toward better ways of carrying on the educational process. The committee will also recommend whether or not the institution should make application for accreditation by the Southern Association.

CONTENT OF THE SELF-STUDY

Although in the suggested outline for the contents of the study the manual lists many questions, it is not suggested or expected that these can be answered "yes" or "no" or that the self-study be limited to the scope of these questions. They are intended to be provocative and should be answered where possible in essay form.

The report of the study should contain a brief introduction which will include a short historical sketch of the institution. The sketch should give the nature of the institution's origin and development. It may also show dates of significant changes in the history of the institution, as in curricula, type of control, type of student body, and scope of operation.

The introduction should describe the organizational pattern and the various committees that participated in and contributed to the institution's self-study.

The remainder of the report would include the following aspects of the institution:

The Purpose of the Institution

Organization and Administration

Financial Resources

Educational Program

Faculty

Library

Student Personnel

Physical Plant

I. PURPOSE

Describe the role that the institution fills in education. Give the official statement of purpose of the institution. Illustrate the extent to which the purpose is being fulfilled through its offerings and programs.

Describe the origin and modifications of the statement of purpose. Illustrate the relationship of the statement of purposes to acts of the State Legislature, policies of the State Board of Education, and other agencies and sources.

Does the present statement represent the views of the governing board, the administration, and the faculty and are these groups fully acquainted with and in sympathy with the statement? What action is taken to acquaint the governing board, staff members, and faculty with the purposes of the institution and to enlist their support of all of the purposes of the institution? What are the concepts of the faculty and of the governing board as to the distinctive features of the institution?

To what extent, before or during the self-study, has the statement of purpose been subject to critical review: to reveal over-all discrepancies between purpose and fulfillment? to analyze internal departmental functions in relation to purpose? to examine the adequacy of financial resources, physical plant, educational program, and other resources to meet the stated purpose? to determine the relationship between the services rendered and the needs of the surrounding area as well as the needs of the constituency? to study the role of the institution in relation to the roles of neighboring institutions from the standpoints of duplication, competition, and cooperation?

To what extent do the institutional publications, public relations media, and day-by-day approaches to prospective students and the general public present a fair and accurate picture of the role of the institution and its facilities for fulfilling this role?

In the study of the purpose of the institution, what weaknesses have been

revealed in the statement and what steps are being taken to bring about the necessary changes?

II. ORGANIZATION AND ADMINISTRATION

What is the legal authorization of the institution? Does the legal authorization or document define the organization of the governing board (board of trustees)?

What is the legal name of the institution? Does this name reflect the overall organization and scope of activities of the institution?

How is the board organized? Describe its structure, including its size, method of election, and length of terms. In what official document are the duties and responsibilities of the board defined? Are the powers of the governing board clarified with respect to powers vested in other agencies such as the Department of Community Colleges?

Indicate the name of each trustee, his background, the appointing agency, and his term of office.

List the committees of the board and indicate the function of each. Illustrate the contributions made by each committee since the board has been organized. Where are there weaknesses and where are there strengths in the committee organization and in the performance of functions? (The board of trustees should deal with these and other appropriate questions in this section.)

What major decisions have been made by the governing board since it has been organized? How recently has the board studied and defined its responsibilities and evaluated its contributions to the institution? Is there a tendency for the board to go beyond policy making and into administration of the institution? Who reports directly to the board? How actively has the board participated in the study?

Are there any lay or professional groups, such as advisory committees, which serve in advisory capacities to the governing board or the administration? If so, describe the organization and function of each and evaluate its services to the institution.

Chart in broad outline the institution's organization from the board of trustees through faculty committees. The following detailed charts should be drawn and cross reference made to them in other appropriate sections of the report:

a. Administrative Organization of the Faculty, giving details for each department and division and showing the line of responsibility to the president.

b. Administrative Organization for the Student Personnel Program, including recruitment, admissions, counseling, health, student government, extra-curricular activities, and housing.

c. The Administrative Organization for Finance, Business Management, and Plant Operations.

Are there any extension units which are not organized within one of the general patterns outlined above? If so, present and evaluate details of their administrative organizations.

Describe the duties and responsibilities of each administrative officer. Are these duties and responsibilities clearly defined, understood, and accepted by the institution personnel? Is the institutional organization properly planned, staffed, and directed for cooperative decisions and policy making and for expedient executing of decisions and policies. Through what channels can students and faculty express themselves to the administration and make known their suggestions as to procedures and policies?

Do budgetary allotments, staff allocations, and the over-all organization of the institution reflect emphasis on instructional, business, and student affairs consonant with the aims and objectives of the institution?

Have the nonprofessional personnel, services, and facilities received proper emphasis in the development of the total program of the institution? Are the clerical, maintenance, and other services properly organized, adequately financed, and efficiently operated? Is there a classification system for nonprofessional personnel in areas such as clerical services, plant operation and maintenance, and auxiliary enterprises? What qualifications are required for nonprofessional administrative and service personnel? What retirement provisions, insurance groups,

and other benefits are available to the nonprofessional group? How do these compare with those available to the professional personnel?

What changes in administrative organization, procedures, and policies are suggested to bring together the human and other resources and coordinate them more effectively to accomplish the aims and objectives of the institution?

III. EDUCATIONAL PROGRAM

Admission

Discuss the relationship of the educational program to the purpose of the institution. Are the scope and variety of the educational program in keeping with the mission to which the institution is committed? Are the admission policy, the degrees and diplomas offered, and the courses and methods of instruction designed to enable the institution to achieve the objectives of the purpose? Does the educational program coordinate the diverse programs, yet permit each program to operate in a manner suited to achieving its individual aims? Describe the procedure used in determining the inclusion of noncollegiate or "specialized education" curricula in the total program.

Describe the control and administration of admissions in each program of the institution. Do the admissions policies reflect the educational program? How are policies and procedures coordinated through the institution?

Is the admission policy clearly stated in published material? How was it established and how could it be changed? Describe briefly the underlying principles on which it is based. Has it proved to be effective in admitting students who can benefit from the educational program? Are revisions needed? What modifications, if any, are projected for the future?

Discuss in detail the procedure for admission. Is the same procedure required of all students? How are exceptions to policy made? In general, what exceptions have been made in recent years and how have the students fared who were admitted under these conditions? Describe in detail the procedure for admission into noncollegiate or "specialized education" programs. Describe any policies governing early admission or advanced standing for freshmen and evaluate the success or failure of these. If studies have been made to correlate secondary school grades and entrance test scores with college grades, how have the results of these been used? How are the secondary school record and test scores used in guidance and placement?

Describe and evaluate the academic orientation program for new students at all levels. What procedures are followed to provide continuing guidance and counseling--academic and vocational?

Do the enrollment statistics indicate any trend with which the institution is concerned? Is the enrollment stabilized or does the institution anticipate an increase or decrease in future years?

Describe the recruitment program. What personnel are used and what material is sent prospective students? Who administers the program of scholarships and financial aid for new students? What procedures are followed in determining the needs and merits of applicants? Does the institution anticipate a greater need for financial aid in the future and what plans have been developed to meet this need?

If the institution admits students from foreign countries, what process is followed in evaluating their previous educational experience? How does the institution determine whether or not the foreign student can communicate adequately in the English language? Are special guidance and counseling provided?

Curriculum

Describe the process by which the curricula are administered, indicating the areas of responsibility assumed by the governing board and by the faculty. Illustrate how changes are made.

Examine in detail the scope of the curriculum in connection with the purpose and the resources of the institution. Are the technical programs or noncollegiate vocational programs clearly identified as "specialized education" in all publications describing these programs? Are there degree or diploma curricula which should be eliminated or added? What studies have been made in recent years to evaluate the curricula in terms of the institutional purpose? What have been the conclusions of the studies and how have they been used? What changes have been made in the last five years and what future changes are anticipated? In making

changes and developing new programs, what studies are made to determine the need?

Describe all general education requirements and indicate how the present program evolved. Give any tangible evidence of the effectiveness of this program. Has the opinion of the faculty and students been sought and utilized? What continuing evaluation is planned?

Are curricula in "specialized education" designed and offered to fulfill the objectives of providing skills, knowledge, or understanding needed for employment in a particular occupation or cluster of occupations at a specific level? How are new curricula or offerings brought into the program of the institution?

Comment briefly on the major fields of concentration in each curriculum. In relation to the enrollment and resources of the institution, is there a need to expand or contract these? What efforts are made to avoid undue proliferation of course offerings? What limitations are placed upon the number of hours required in major areas? Is there room in each program for electives? Is the system of prerequisites for advanced courses clearly stated and consistently enforced?

Does the institution record and file class enrollments for all noncollegiate courses and programs? How are "specialized education" courses identified on student records or transcripts?

What provisions are made for especially gifted students? Describe the methods used to encourage students to undertake honors work or independent study. Indicate the number of students and faculty involved in these programs. If students of limited ability or with deficiencies are admitted, what programs are provided for them? How effective are these programs for the exceptionally gifted or the below average group? Does the institution anticipate a need to expand either or both?

Describe the policy of academic probation and dismissal. How and by whom is it administered? Describe the procedure for readmission. Does a study of the statistics in this area indicate a need for change in the admission or grading policies? Examine the grade distribution in all programs for several years. Are

there problems here that need attention?

Describe the efforts that have been made to evaluate the effectiveness of instruction at various levels. Have objective tests been used, and, if so, how have the results been used? What efforts have been made to focus faculty and student attention on this matter? What evidence is available to show how student achievement compares with that in similar institutions?

Comment on any studies that have been made to determine the relationship between class size and effectiveness of instruction. Do the results indicate any future pattern for the size of classes? What devices and procedures are used in very large classes to make instruction more effective? Evaluate the effectiveness of closed circuit television, recorded lectures, and other electronic devices where these have been used. What methods of instruction seem to hold promise for the future?

Has the institution come to any conclusion concerning the relationship between teaching loads and the effectiveness of instruction? What types of assistance are most helpful to instructors with unusually heavy loads? What methods are used to encourage the instructor to give a variety of types of examinations?

What tangible evidence is available to show that the institution is creating a learning atmosphere on the campus? What extracurricular activities are used to enhance the instructional program? Are books for recreational reading available in the library and bookstore and do students make use of these? What percentage of graduates go on to senior colleges or accept employment in their major field of study? What does a study of their records indicate? Comment on the number of students who have in recent years received fellowships or scholarships for continued study, and/or advancement in positions of employment.

What studies have been made of graduates and what do these studies indicate about the effectiveness of instruction in the institution?

IV. FINANCIAL RESOURCES

The institution should determine the relationship between its financial resources and the quality of its instructional and service programs. Chart the amount and the percentage of the total of the various items of income for the past three years.

Using the above chart as a basis for study, draw conclusions in regard to the stability of various sources of income and trends in appropriations from State or local governmental agencies.

Describe the nature and amount of the present indebtedness, if any, and describe provisions for its amortization.

Evaluate the organizational plan of the business office and for the administration of financial resources. Are all business and financial functions of the institution centralized under a business office responsible to the president?

Who has the responsibility for the following functions and why are the responsibilities so assigned?---preparation of the institutional budget; control of the budget; accounting and financial reporting; operation and maintenance of physical plant; purchasing, inventory control; financial management of auxiliary enterprises; receipt, custody, and disbursement of funds; internal auditing.

Is there a thorough understanding that the purpose of the business office is to serve the institution and assist in the furtherance of its educational program?

Balance sheets for at least the past three years should be available.

Chart the amount and the percentage of the total of the various classifications of instructional services for the past three years. Relate this to student contact hours taught.

Chart the number of employees for the past three years for such categories as principal administrative, teaching staff, other administrative and clerical, and custodial and maintenance.

On the basis of the above information, do the educational expenditure patterns

carry out the purpose and objectives of the institution? Do the educational expenditure patterns indicate the proper balance between the various functions? Are there curricula or programs which are inefficient?

Describe budget making procedures from the departmental level through the governing board. Consider particularly the role of the department heads, directors and/or deans, the business officer, and the president. Is the budget making accompanied by educational planning? Who is the chief advisor to the president in the financial determination of budgetary allocations? Is the budget review by the governing board limited to matters of broad policy and not details? Are the forms for budget preparation prepared in the business office? Are all members of the administrative and teaching staffs kept informed as to the financial status of the institution?

Describe in detail any control which a State or local governmental agency has over the financial affairs of the institution after the funds have been appropriated. Are the appropriations lump sum or line item? Do State or local government personnel policies apply to institutional personnel? Evaluate and point out any strengths as well as weaknesses concerning external control.

Does the accounting system follow the generally accepted principles of institutional accounting as specified by the Controller of the State Board of Education? Is there an annual financial report? Are periodic written financial reports presented to the president and to the governing board? Is an annual audit made by independent competent accountants or agencies? Is there a well organized program of internal audit and control?

Are there suitable organization and adequate procedures for the management of all funds belonging to or owed to the institution? Is there centralized cashiering? Is there a carefully worked out system for the receipt, deposit, and safeguarding of institutional funds? Are all persons handling institutional funds bonded?

Describe and evaluate the purchasing procedures. Describe and evaluate the

procedure for the control of storerooms such as those for physical plant supplies, library supplies and office supplies.

To assist other committees in the self-study, chart the growth in investment in physical plant for the past three years.

Describe plans which have been made for guided development of the financial resources. These plans should include specific projections of income from each source, projections of expenditures in the major categories, and plans for the increase of capital resources. Such plans and projections should be related to projections or recommendations made by other committees in the self-study.

V. FACULTY

Describe the procedure for recruitment and appointment of faculty. How and by whom are candidates sought and appointed? Discuss the qualifications required of instructors for trade, technical, and collegiate levels, emphasizing academic training, practical experience, and teaching experience. Are the qualifications and procedures for the appointment of full-time and part-time faculty members the same? Project the needs for faculty in the next five years and the necessary salaries to attract and hold a faculty that is competent to carry out the institutional objectives. Does the institution expect to have the resources in the years ahead to meet these needs?

Discuss the organization of the faculty. Is this organization adequate to conduct the business of the faculty and provide two-way channels of communication among the various faculty groups and between the faculty and administration? Are the responsibilities and jurisdiction of the faculty clearly defined and understood by the governing board, the administration, and the faculty? Is there evidence that the faculty accepts these areas of jursidiction and is actively discharging its responsibilities? Are changes in organization needed now and in the future as the institution develops?

Prepare an analysis of the faculty, including earned degrees and specialized training, experience, age, length of service at the institution, professional activity, and evidence of instructional effectiveness.

What encouragement and financial assistance is the institution giving to members of the faculty to continue their professional development and graduate study? What evidence is available to show continuing professional growth of the faculty? Are members of the faculty encouraged and assisted financially to attend the meetings of professional organizations? Are leaves of absence granted for study? Is faculty strength evenly distributed among departments or are there obvious weaknesses? What plans are there for remedying these? Are the training

and competence of the faculty adequate to achieve the purpose of the institution?

Discuss in detail faculty salaries. What fringe benefits such as insurance, retirement, local supplement, and housing are provided? A chronological history of faculty salaries and fringe benefits should be developed. What trends are revealed, and what does this indicate for the future? Describe the policies governing promotions and individual increases in salary. How does the total financial compensation of the faculty compare with that in the institutions with a similar purpose? Does this comparison give reasonable assurance that the institution can maintain a faculty of the quality it needs?

What is the policy governing tenure? Is this clearly understood by the faculty and the governing board? Is it published? Describe the procedure and the governing board? Is it published? Describe the procedure followed in dismissing faculty under tenure. How many such dismissals have been made in the last five years? What recourse does the faculty have? What statement or statements of academic freedom have been adopted by the governing board? What problems have arisen in this area? Does the faculty feel that the policy is satisfactory? What evidence is there that the faculty has studied and accepted the professional and ethical responsibilities that accompany academic freedom?

What is the normal teaching load and on what basis are exceptions made? Is the policy the same in all units of the institution? Are teaching loads calculated on the basis of the number of credit hours taught, the number of contact hours, the type and level of instruction, the number of students or a combination of two or more of these factors? Is the number of different preparations considered? Are laboratory or shop class preparations considered? Are the duties of department heads taken into consideration in assigning teaching loads? What weight is given to other assigned duties? How are night assignments and extra loads handled? What weight is given to committee assignments and the directing of independent study? What policies govern the outside employment of faculty as consultants, lecturers, etc? What goals has the institution set for teaching

loads in the future, and what steps are being taken to achieve these?

What recognition is given for competence in teaching? What steps are taken to acquaint new instructors with the institution and the nature of their assignment? What provisions are made for in-service training programs and/or workshops? What provisions are made for supervised internships of new instructors and guided supervision of all instructors?

In evaluating faculty members, what criteria are used? Are these understood and accepted by the faculty? How are these applied and by whom? What evidence is there to show that the institution is seriously and actively concerned with improving the over-all effectiveness of the faculty? Do faculty offices, classrooms, general working conditions, and faculty morale reflect this concern?

VI. LIBRARY

Describe the philosophy of the library and its role, function, and services in relation to the total school philosophy. To what extent do library policies reflect and implement the philosophies of the library and the school? By whom are these policies determined?

Describe the library staff, its organization, the training and experience of each member. Is each professional staff member accorded the status appropriate to his qualifications and positions? How does the library staff participate in curriculum development and faculty planning, so that anticipated instructional needs may be met? Does the faculty and administrative evaluation of the library staff show that it is efficient and effective? List and evaluate all responsibilities of the library beyond the receiving and distributing of library books and periodicals, such as audiovisual, television, programmed instruction or library orientation activities. Describe the library advisory committee and list its duties, organization, and membership. Does it represent all curricula, including trade, vocational-technical, academic and other "specialized education?"

How does the book, periodical, and non-book materials collection reflect, support, and stimulate the purpose and educational tasks of the institution? What is the faculty and student evaluation of the library, including its strengths, needs, services, and holding? Describe the procedure used by faculty for requesting materials. Describe the procedures used by the librarians for acquisitioning and updating materials and for discarding holdings.

How adequately does the library aid teachers, students, and administration in selecting, producing and using materials and associated equipment effectively? To what extent are faculty, students, and administration kept informed of materials and services of the library? How does the library cooperate with existing libraries to provide community-wide services?

Describe the basis on which funds are allocated for the basic book collection,

periodicals, general references, special collections, and non-book materials. Are all phases of instruction covered, including trade, technical and academic, and other "specialized education?" Chart library expenditures for the past several years. Project anticipated expenditures for the next ten years in terms of possible increases or decreases in the courses of study, changes in faculty, changes in enrollment, and changes in library service. What percentage of the educational and general budgets has been allocated to library expenditures in the last three years?

What is the evaluation of faculty, administration, and librarians of the faculty and student use of the library? What is the evaluation of members of the library staff of their effectiveness, their weaknesses, and the further contributions they may make to the educational program? Has any recent study been made of the circulation of materials in the library to show changes or trends in usage.

Describe the adequacy of all library facilities in terms of relationship between space and function. If the institution has library services or resource materials handled in other departments, comment on their control, their quality, and their services.

Describe plans for improvement and modification of existing services and expansion of services in the light of anticipated growth. What provisions are made for incorporating innovations in future library functions and expansion.

VII. STUDENT PERSONNEL

Discuss in detail the procedure for admission. Is the same procedure required of all students? How are exceptions to policy made? In general, what exceptions have been made in recent years, and how have the students fared who were admitted under these conditions? Describe any policies governing early admission or advanced standing for freshmen and evaluate the success or failure of these. If studies have been made to correlate secondary school grades and entrance test scores with institution grades, how have the results of these been used?

Describe and evaluate the orientation program for new students at all levels. What procedures are followed to provide continuing guidance and counseling--- academic and vocational?

What are the objectives of the student personnel program, and how are these related to the purpose of the institution? Describe the organizational framework for the administration and coordination of the student personnel program. Is this staff adequate to provide the necessary services to each student? What emphasis does the institution place upon a continuing concern for the total welfare of each student? How is this emphasis reflected in the administrative organization for personnel work, the financial support for regular and special services, and physical facilities, special services and student activities? It is recognized, of course, that the organization and obligation of the student personnel program will vary according to the nature of the institution and the composition of the student body.

Describe in general terms the types of information available concerning each student at the time of entrance, such as scholastic records, medical reports, personal recommendations, test scores, educational background, job experience, physical characteristics, and desired program.

Describe the testing program of the institution and outline the types of

information, in addition to the academic records, which are assembled on each student at various stages in his career. Where are these various records kept? How are they collated or coordinated for use in counseling and guidance?

Review and evaluate the institution's method of keeping records, of protecting records, and coordinating the use of records between offices. What changes in record keeping and use of records are suggested as a result of this evaluation?

What is the purpose of the orientation program, and how effective is the current program in fulfilling this purpose? Have the students and faculty been consulted in this evaluation, and if so, what recommendations have they made for improvements?

Describe and evaluate the counseling system and guidance services. To what extent are counseling and guidance provided for educational, vocational, personal, social, religious needs, and student housing? Does the institution have an in-service training program for faculty members who are used in counseling and guidance? How is the over-all program coordinated?

Describe the provisions for health services, medical care, and safety. Are they adequate for present and future needs? Explain the coordination between this area and the counseling and guidance system.

What are the institution's policies with regard to employment of students while attending the institution? Are there regulations which control the time spent in such employment?

Describe the administrative organization in effect for extracurricular activities, showing in each area the extent of faculty supervision or sponsorship and specific personnel in charge of the total extracurricular program and of each phase of this program. Are students and faculty satisfied with this organization?

Are there academic restrictions or minimums of achievement required for participation in extracurricular activities? If so, describe.

What control does the institution or the faculty exercise over social organizations? Is it possible for student organizations and clubs to be organized and to function without the knowledge and approval of the institution?

Evaluate the existing social organizations and extracurricular activities in terms of satisfying the needs of the students.

Are there any student organizations which are not in accord with the purposes and objectives of the institution? What steps may be taken to eliminate unnecessary or undesirable organizations?

If student government exists, outline the organization, showing all representation held by groups on the campus and faculty and administrative supervision or sponsorship. Describe the powers of student government. How effective is it with the students? Is it accepted and supported by the faculty and administration?

Describe and evaluate the facilities for and the supervision of student housing and food services.

Describe the organization of and faculty participation in the scholarship and loan programs. Does the program satisfy the needs and purposes of the school? Chart the growth or changes in the scholarship and loan program and project the needs and changes in the program. Show the sources of scholarship funds, such as gifts, endowment.

Evaluate the student employment and graduate placement offices in cost, organization, effectiveness, and follow-up of graduates and how it reflects the purpose of the institution.

Describe any research projects undertaken by the institution or by individual faculty or staff members, concerning the student personnel program or using student personnel data in examining related problems. Have any studies been made to determine the characteristics of the student body?

Do students or student committees participate in the formulating of institutional policy decisions or in suggesting changes or modifications? If so, what are the procedures?

What plans have been developed to enable the student personnel program to meet anticipated changes in the nature and size of the student body and the educational program?

Is there an adequate budget for the alumni program and how is it financed? Are the headquarters and facilities for alumni work in keeping with the job to be done? Is there an adequate and competent staff, and is effective liaison maintained with the offices of public relations and fund raising? Is effective liaison maintained with the total college program and are the alumni kept informed of the total college program?

Are special seminars organized and maintained for alumni? What is the nature of the programs at these seminars? Describe any other special features of the alumni program.

Is there an annual giving program? To what extent have the alumni contributed to this or similar programs, or special fund drives, during the past few years?

What changes are indicated as appropriate for a more effective alumni program and for more effective participation of alumni in the constructive improvement of the institution?

Describe the procedures used in student procurement. Describe the procedures used in the registration of students.

To what extent does the student personnel office participate in the planning and execution of commencement activities?

VIII. PHYSICAL PLANT -- SITE, BUILDINGS AND EQUIPMENT

The physical facilities should be studied in relation to the total program of the institution. In what ways have the size of the student body, housing needs, scope of the educational program, and institutional and community services influenced the development of the master plan of the campus?

What appraisal has been made of the age, general condition, needed renovations, and adaptability for present use of the building(s)? What restrictions on the institution's present program are due to the lack of physical facilities? What efforts have been made to overcome or eliminate these restrictions? What space utilization studies have been made? Upon what studies were any present plans for the renovation, remodeling, or expansion of facilities determined? What provisions have been made for the prevention of fire and the elimination of safety hazards for plant and site? What provisions have been made for storage of volatile chemicals or other hazardous items? What provisions are provided for removal of hazardous fumes? Is adequate provision made for year-round, thermo-control of the plant? Is the physical plant adequate to facilitate the institution's purposes and programs?

Is there an adequate master campus development plan? Is the plan being implemented? Does the campus development plan provide for zoning of campus into quiet and noisy areas and zoning in such a way that the campus meets both useful and aesthetic criteria? Is there an adequate landscaping plan? How is the plan being implemented? Is the site easily accessible to the students of the area? Is there sufficient area available for expansion? Is there sufficient space for student and faculty parking? Is the parking space adequately paved and marked and well lighted? Is the traffic on the campus controlled? Are adequate provisions made for the safety of pedestrians on the campus? Are there safety hazards in entering or leaving main highways adjoining the campus? Are there recreational facilities available? Are utilities (such as water, sewage,

electricity, and heat) adequate for existing building or buildings? Did the initial plan provide for the expansion of utilities in terms of the projected needs of the institution?

Is existing equipment adequate to effectively carry on high quality instruction? If not, what inadequacies exist in equipment? How has the equipment been selected? What plan exists for maintenance and inventory of the equipment? What plan exists for requisition of new equipment? What plan exists for replacement of obsolete equipment? What plan exists for identification of hazardous equipment? What equipment is on hand which is not used effectively or economically? What provisions are provided for reporting of unneeded equipment? Is adequate storage for various types of equipment provided? What insurance coverage is provided on the plant and equipment?

Delineate the responsibilities for the maintenance and housekeeping program of building and grounds? What in-service programs are provided for this staff? Do studies of costs of labor, supplies and materials show efficiency of operation, or do they possibly show a disproportionate amount of the budget utilized for these purposes in comparison with the available data from other similar institutions? What are the future projections of costs and staff for this program? What is the opinion of the staff and student body as to the adequacy of the present program of maintenance and housekeeping?

APPENDICES I - II - III

INTRODUCTION

Appendices I, II, and III (pages i-iii) are forms for reporting enrollment, faculty, and library information. It is expected that all institutions completing a self-study will fill in these forms to be held for examination by the visiting committee. Immediately after the committee visit, the completed report forms should be forwarded to the Department of Community Colleges.

Institutions seeking accreditation by the Southern Association of Colleges and Schools will complete additional forms, dealing with Standard Four - Financial Resources, as found in Appendix II, Manual for the Institutional Self-Study and Periodic Visitation Program, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 1963.

APPENDIX I

ENROLLMENT INFORMATION FOR _____ (YEAR)

Name of Institution _____

I. The institution operates on the semester ____ quarter ____ system. (Check one.)

II. Computing Enrollment:

Give the equivalent full-time enrollment at the close of registration for the fall semester or quarter. In the case of extension students, give the FTE enrollment at the close of the fall quarter or first semester.

A. Full-Time Students:

Total the number of students carrying a load of twelve or more credit hours.

College Parallel _____

Technical _____

Vocational _____

B. Part-Time Students:

Total the loads of part-time students and divide this total by twelve credit hours.

College Parallel _____

Technical _____

Vocational _____

C. Extension Students:
(Include General Adult)

This is the sum total of all contact hour enrollments for the fall quarter divided by 176. This is based upon an average student contact hour load of 16 hours per week. _____

Standard Five - FACULTY

Academic Preparation of Faculty

Community Colleges, Technical Institutes, and Industrial Education Centers

(Faculty statistics should be reported for the fall semester or quarter.)

Name of Institution _____

I. Full-Time Teaching Faculty

A. What is considered to be a full teaching load in credit hours at the institution? _____

B. Total number of full-time teaching faculty. _____

C. Number with three or more years of graduate training. _____

D. Number with two but less than three years of graduate training. _____

E. Number with master's degree but less than two years of graduate training. _____

F. Number with less than a master's degree. (Attach for each case evidence of professional competency in the area of specialization.) _____

G. Number with less than the bachelor's degree. (Attach for each case evidence of professional competency in the area of specialization.) _____

II. Part-Time Faculty and Administrators Who Teach

Years of Graduate or Specialized Training	No. Employed on Half-Time Basis	No. on Less than Half-Time
A. Three or more years		
B. Two but less than three years		
C. Master's degree but less than two years		
D. Less than master's degree		
E. Less than bachelor's degree		

III. List by name all faculty members who are not teaching in their field of specialization.

Standard Six - LIBRARY

I. Personnel

A. Number of librarians holding graduate library degrees _____

B. Number of non-professional personnel _____

II. Operating Expenditures

A. Salaries _____

B. Wages _____

C. Books _____

D. Periodicals _____

E. Binding _____

F. Special services or materials such as audio-visual aids _____

G. Other (excluding capital outlay) _____

H. Total operating expenditures _____

III. Seating Capacity

A. Number of seating spaces in the library(ies) _____

B. Largest number of students on campus at one time during the class day _____